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ASSIGNMENT BOOKLET 3A

ELA1105 English Language Arts 10-1
Module 3: Section 1 Assignment and Section 2 Assignment

FOR STUDENT USE ONLY	
Date Assignment Submitted: _____	(If label is missing or incorrect) Student File Number: _____
Time Spent on Assignment: _____	Module Number: _____

FOR OFFICE USE ONLY
Assigned Teacher: _____
Assignment Grading: _____
Graded by: _____
Date Assignment Received:

Student's Questions and Comments

Apply Module Label Here

Name

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Please verify that preprinted label is for correct course and module.

Teacher's Comments

_____
Teacher

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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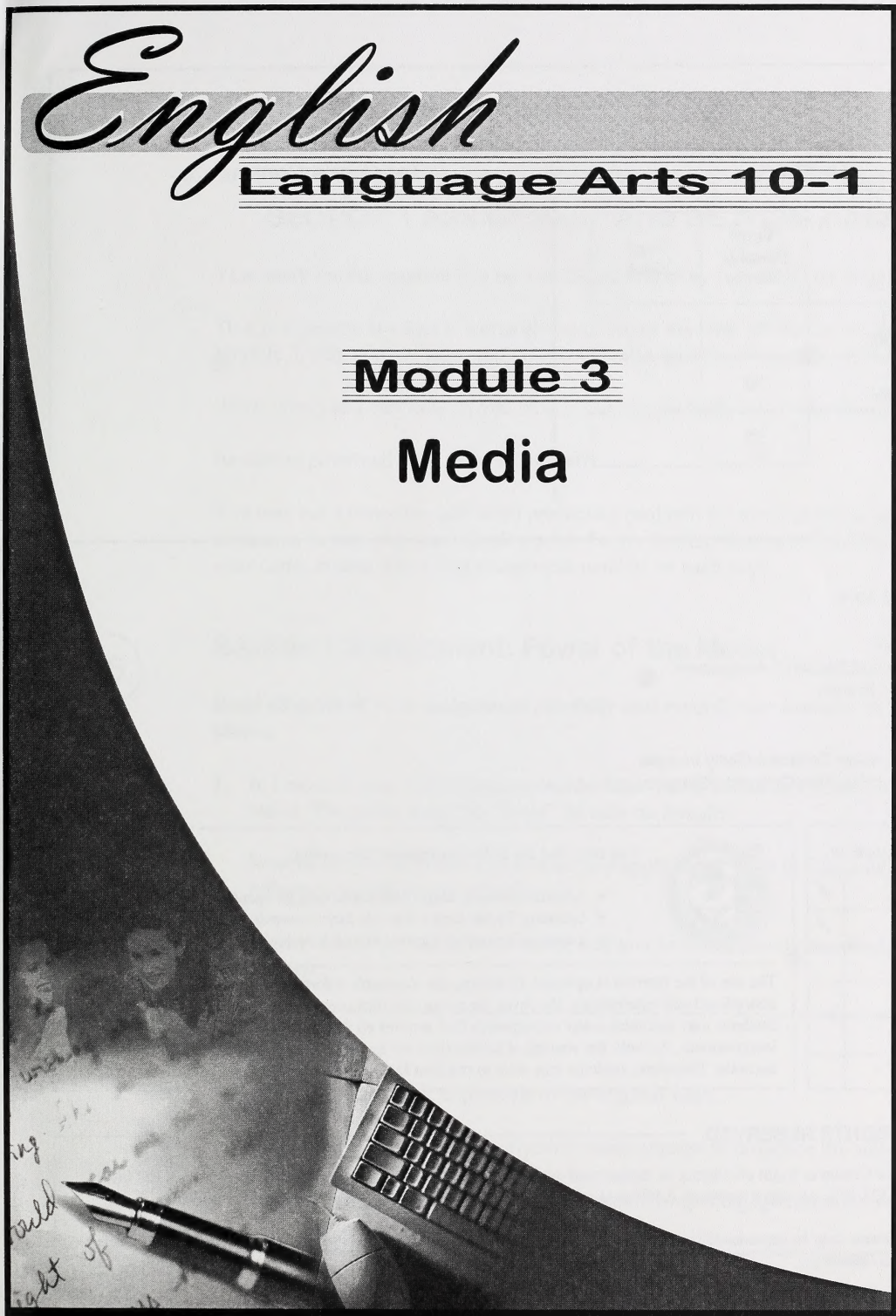
English

Language Arts 10-1

Module 3

Media

Assignment Booklet 3A



Learning Technologies Branch

Alberta LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	45	
Section 2 Assignment	50	
	95	

Teacher's Comments

English Language Arts 10-1
Module 3: Media
Assignment Booklet 3A
Section 1 Assignment and Section 2 Assignment
Learning Technologies Branch
ISBN 0-7741-2262-5

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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

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ASSIGNMENT BOOKLET 3A
ENGLISH LANGUAGE ARTS 10-1: MODULE 3
SECTION 1 ASSIGNMENT AND SECTION 2 ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 95 marks out of the total 185 marks for the assignments in Module 3. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

Be sure to proofread your answers carefully.

You may use a computer and word processing program for many of these questions. If you use a computer, be sure that you submit a printed copy that has been proofread and is readable. Include your name, course name, and assignment number on each page.

45

Section 1 Assignment: Power of the Media

Read all parts of your assignment carefully and record your answers in the appropriate places.

5

1. In Lesson 1, you were asked to consider how media influence the self-image of females and males. The comic strip "My Body" focuses on females.

Rewrite the words in the strip so that they apply to the ways in which media attempt to influence the self-image of males.

Use the following checklist to ensure that you have completely satisfied the requirements of this task:

Checklist

- ❑ I used as much as possible of the original work.
- ❑ I considered the ways in which media attempt to influence the self-image of males.
- ❑ I proofread my work to check for errors in spelling, grammar, sentence structure, capitalization, and punctuation.

Assessment Criteria (5 marks)

- The writer has provided sufficient detail to vividly make the case that media influence the self-image of males. **(2 marks)**
- The writer has completed the requirements of this assignment by including sufficient details comparable to the original version. **(2 marks)**
- The writer has edited to eliminate errors in spelling, grammar, sentence structure, capitalization, and punctuation. **(1 mark)**

(There is more room for your answer on the next page.)

When you've finished responding to the preceding question, return to page 16 of the Module 3 Student Module Booklet and continue working where you left off.

6

2. Rewrite the poem "A Letter to the Media" as a letter to the editor or a specific medium of your choosing. Use as many of the points made in the poem as you like. To make your letter more realistic, use or refer to a specific advertisement, TV show, or film.

Here is a checklist to help you plan, and then evaluate, the quality of your writing:

- ❑ I began the letter simply, explaining who I am and why I'm writing.
- ❑ I kept the tone respectful and courteous.
- ❑ I made my points logically and coherently.
- ❑ I explained what I meant and provided examples when appropriate.
- ❑ I ended my letter with a specific request, question, or suggestion.
- ❑ I edited the letter to eliminate errors in spelling, grammar, sentence structure, capitalization, and punctuation.

Assessment Criteria (6 marks)

- The writer has introduced him or herself appropriately and identified what the subject of the letter is in the opening paragraph. **(1 mark)**
- The body of the letter is logical and coherent and presents the writer's points effectively. Appropriate examples help illustrate points. **(2 marks)**
- The writer has maintained a respectful and courteous tone. **(1 mark)**
- The writer ended the letter with an appropriate request, a reasonable suggestion, or a significant question. **(1 mark)**
- The writer has edited to eliminate errors in spelling, grammar, sentence structure, capitalization, and punctuation. **(1 mark)**

(There is more room for your answer on the next page.)

(There is more room for your answer on the next page.)

When you've finished responding to the preceding question, return to page 20 of the Module 3 Student Module Booklet and continue working where you left off.

(12) **3.** Study the milk ad and the Levi's® ad on page 58 of *Sightlines 10*. Then, in the chart that follows, write brief, but complete sentences, commenting on as many of the visual elements as you can for both ads. Be sure to refer to the guiding questions found in Section 1: Lesson 2 under the heading **Visual Appeals** on page 22 of this module as you consider your responses.

Checklist

- ❑ I have clearly identified how each of the various visual effects contributes to the appeal of the ads.
- ❑ I have used the guiding questions for each of the visual appeals.
- ❑ I have used complete sentences for my responses.
- ❑ I have edited to eliminate errors in spelling, grammar, sentence structure, capitalization, and punctuation.

Assessment Criteria (12 marks)

- The writer has clearly identified how each of the various visual effects contributes to the appeal of the ads.
- The writer has used the guiding questions for each of the visual appeals to complete the discussion.
- The writer has used complete sentences for all responses.
- The writer has edited to eliminate errors in spelling, grammar, sentence structure, capitalization, and punctuation.

Visual Elements	Milk ad	Levi's® ad
Eye-catching art		
Story elements or dramatic context		

Characters		
Overall mood		
Dominant colours		
Lighting and contrast		

When you've finished responding to the preceding question, return to page 24 of the Module 3 Student Module Booklet and continue working where you left off.

6

4. In question 7 of Lesson 2, you examined three ads. In a magazine or newspaper, find three other examples of short advertising claims that sound convincing but actually say very little. In the chart that follows, write the advertiser's words. Beside each claim, write one or two questions about the information missing from the claim.

Attach the three ads to sheets of paper, clearly and fully labelled, and attach the papers to this Assignment Booklet.

Before you begin, read over the Assessment Criteria that follow to ensure that you handle this assignment appropriately and successfully.

Assessment Criteria (6 marks)

- The writer has included the three ads with the completed chart.
- The writer has asked appropriate questions which focus attention on the ways in which the claims are misleading.
- The writer has edited to eliminate errors in spelling, grammar, sentence structure, capitalization, and punctuation.

Advertising Claim	Your Questions

When you've finished responding to the preceding question, return to page 28 of the Module 3 Student Module Booklet and continue working where you left off.

5. Following is an advertisement similar to one that appears in magazines and newspapers. Examine it carefully. Answer the questions that follow.

INTRODUCING "INSTA-TAN"
THE REVOLUTIONARY NEW TANNING MARVEL

INSTA-TAN "The Quick-Tan Solution"

World renowned actor Chuck Beefcake speaks out about INSTA-TAN.

> *"Like you, I was concerned about exposing my skin to harmful ultraviolet rays. Now my worries are over, and so are yours. With INSTA-TAN, you can enjoy the sunshine and the tan you've dreamed of. Your girlfriend will love you for it."*

Don't you deserve a tan like Chuck's?

What's INSTA-TAN's secret? It's the result of an amazing breakthrough in scientific research. INSTA-TAN's special formula helps block out the sun's harmful rays up to 99 percent while allowing the gentle tanning rays to shine through.

"Totally safe!" says Dr. Sonny Day, dermatologist at the Alberta Institute for the Tanned and Semi-Tanned.

Join the crowd down at the beach! Enjoy that youthful look with INSTA-TAN!

INSTA-TAN is made by Sunshine Industries, proudly serving Albertans since 2002.

Find at least one example of each of the following techniques in the text for the advertisement. Quote the words from the ad that illustrate each of the following techniques.

(1) **a.** a claim for product reliability

_____

(1) **b.** a claim for product superiority

_____

(1) **c.** bandwagon

_____

(1) **d.** weasel words

_____

(1) **e.** testimonial

_____

(2) **6.** This advertisement makes many appeals to the consumer. What human needs, fears, or desires are being appealed to? List as many of them as you can. Be specific.

_____

_____

_____

_____

(3) **7.** List **three** statements of fact that appear in the ad. Remember that statements of fact are assertions that can be proven true or false.

_____

_____

_____

_____

_____

_____

(1) **8. a.** What is the product's slogan?

_____

(1) **b.** What message does the slogan communicate?

_____

(1) **9.** How effective do you think the advertisement is? Give specific reasons for your answer.

_____

_____

_____

(1) **10.** To what extent is this ad deceptive? Explain by making direct reference to the ad.

_____

_____

_____

(1) **11.** Who do you think is the intended target of the advertisement?

_____

_____

(1) **12.** What does the advertisement say about our society? What beliefs are indirectly reflected in the advertisement?

_____

_____

_____

_____

_____

When you've finished responding to the preceding questions, return to page 50 of the Module 3 Student Module Booklet and continue working where you left off.

50

Section 2 Assignment: Living in an Information Society

Read all parts of your assignment carefully and record your answers in the appropriate places.

5

1. In Lesson 1 of this section, you learned about the inverted-pyramid structure of news stories. Select a brief article of your choice from a newspaper, and, using the model provided, fill in the information for each box. For this exercise, a straightforward, factual news story works best.

Headline: _____

What happened: _____

To whom it happened: _____

Details to support what happened: _____

_____

_____

_____

_____

_____

_____

_____

Least important detail:

_____

_____

_____

_____

4

2. Here's your opportunity to demonstrate that you can distinguish between major and minor details in a news story.

A crime has been committed. You are a reporter sent to investigate and write up the story. Some facts are listed below. Use the inverted-pyramid model to write them up into an accurate and interesting news story in the space provided.

- The crime occurred at 11:00 P.M. on Thursday, October 6.
- It occurred on Edmonton's Jasper Avenue.
- Mrs. Donohue, a tourist from Oregon, had her purse snatched.
- Mrs. Donohue said she had been told that Edmonton was a safe city.
- She said she'd never return to Canada.
- Mrs. Donohue chased the robber but stopped when he turned and pointed a gun at her.
- The purse snatcher is a 15-year-old youth who cannot be named in the newspaper.
- An off-duty police officer saw the crime take place, wrestled the thief to the ground, and held him until on-duty police officers arrived.
- The police officer, Constable Sophia Rossi, said that her training made her act instinctively to apprehend the criminal.

Assessment Criteria (4 marks)

- The writer has reworked the details in such a way as to make the newspaper article interesting for the audience to read.
- The writer has placed the most important details first and less important details later.
- The writer has not left out any of the details.
- The writer has edited to eliminate errors in spelling, grammar, sentence structure, capitalization, and punctuation.

(There is more room for your answer on the next page.)

When you've finished responding to the preceding questions, return to page 62 of the Module 3 Student Module Booklet and continue working where you left off.

3. On page 315 of *Sightlines 10*, you will find the news article "And I Won't Blow Your House Down" written by Rita Feutl. Read this article carefully, and then respond to the following question.

In Lesson 1, you learned about eight elements that make an event newsworthy. They are

- prominence
- timeliness
- nearness
- significance
- human interest
- oddity
- romance
- innovation or progress

The story related in Rita Feutl's article is newsworthy because it contains at least six of the previously listed elements. In the space provided, identify **four** of these elements. Discuss how they are found in the article.

Checklist

- ❑ I have correctly identified four elements that make the story newsworthy.
- ❑ I have provided sufficient details in the discussion of each element to support the identification.
- ❑ I have edited to eliminate errors in spelling, grammar, sentence structure, capitalization, and punctuation.

(2) **a.** Newsworthy Element One _____

The following details show that the news article has this element:

_____

_____

_____

(2) **b.** Newsworthy Element Two _____

The following details show that the news article has this element:

_____

_____

_____

(2) **c.** Newsworthy Element Three _____

The following details show that the news article has this element:

_____

_____

_____

(2) **d.** Newsworthy Element Four _____

The following details show that the news article has this element:

_____

_____

_____

When you've finished responding to the preceding question, return to page 65 of the Module 3 Student Module Booklet and continue working where you left off.

Watch the first ten minutes of two TV news broadcasts aired on different channels. You might want to use a VCR to record both news broadcasts to make it easier for you to make comparisons and replay important details. For purposes of comparison, be sure that the channels are equivalent. For example, you may choose from stations such as CBC, CTV, or Global. An especially interesting study can be based on a comparison of a Canadian and an American station.

4. What strong differences or similarities did you find in terms of the following?

(2) **a.** appearance of the news anchors

_____

_____

_____

(2) **b.** appearance of the sets and the backgrounds

_____

_____

_____

(2) **c.** choice and treatment of lead stories

_____

_____

_____

(2) **d.** other stories and their treatment in the broadcasts

_____

_____

_____

(2) **e.** products advertised during the broadcasts

_____

_____

_____

(5) **5.** How many stories were covered in each of the two broadcasts you studied? What do you think determined the choice of stories covered in the TV news broadcasts? Explain.

_____

_____

_____

_____

_____

_____

_____

When you've finished responding to the preceding questions, return to page 71 of the Module 3 Student Module Booklet and continue working where you left off.

6. In Lesson 4, you learned about or reviewed the SQ3R technique. In this assignment, you will be asked to demonstrate that you know how to apply each of the steps to a careful reading of a text.

Turn to page 284 of *Sightlines 10*. Using the SQ3R process, read the financial report called "Nelvana." Pause at the end of each step of the SQ3R process to answer the following questions. If you choose to use a word processor and/or your own paper, ensure that your pages are firmly attached to this Assignment Booklet and that they are fully and clearly labeled.

2

a. **Survey:** What did you learn about the financial report as you surveyed it? List at least five important points.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2

b. Question: What questions did you create for yourself? You should list at least one question for each part or paragraph of the report.

2

c. Read: What notes did you take as you read the report? You may indicate your response in short sentences or point form.

2

d. Recite: Write a short paragraph in response to the following questions:

- Did you check after each part or paragraph to make sure that you understood what you were reading?
- Did you reread any of the parts? If not, why not?
- To what extent did this step help you to focus your reading?

Before you go on to the next question, use the following checklist to assess the quality of your responses to the previous SQ3R questions.

- ❑ I have demonstrated an awareness of what each part of the SQ3R method consists of.
- ❑ I have supplied appropriate responses, questions, and notes.
- ❑ I have edited to eliminate errors in spelling, grammar, sentence structure, capitalization, and punctuation.

e. **Review:** Now is your chance to find out if using SQ3R has helped you to have a better understanding of what you've read. For this to work, you have to be honest with yourself. Without looking at the textbook or your notes, try to list five main points from the report. No marks will be awarded for this question. Its value comes from what it reveals to you about your reading process using SQ3R.

These are the points that I recall from the financial report called "Nelvana" without having looked at my notes or *Sightlines 10*:

_____

_____

_____

_____

_____

Personal Response

5 **f.** Treat this exercise as a journal entry. Discuss your reading process when you use SQ3R. Consider the following questions:

- Do you think SQ3R helps you to be a better and more active reader? Why or why not?
- Do you think you will use SQ3R again? Under what circumstances?
- Have you used SQ3R before you were asked to explore it in this course? When? Do you still use it? Explain why or why not.
- Do you use a reading strategy similar to SQ3R? If so, describe it.
- Can you think of a way of adapting and personalizing the SQ3R method to suit you better? Elaborate.

_____

_____

_____

_____

_____

_____

_____

(There is more room for your answer on the next page.)

(There is more room for your answer on the next page.)

When you've finished responding to the preceding question, return to page 92 of the Module 3 Student Module Booklet and continue working where you left off.

5

7. Review the journal entries that you wrote for Sections 1 and 2. Choose one that you are willing to share with an audience—in this case, your teacher. Carefully edit and proofread your journal entry. You may rewrite the entry in the space that follows.

If you used a computer to write your entry, you may print it out and attach the pages to the end of this Assignment Booklet. All separate pages must be clearly labelled with your name, address, and student number—if your school has assigned one to you—and the following information: ELA 10-1: Assignment Booklet 3A.

Remember to identify your journal entry by number, for example, Journal Entry 3B.

Assessment Criteria (5 marks)

Your composition will be evaluated using the Journal Evaluation Guidelines on page 45 of Section 2: Lesson 1 in your Module 1 Student Module Booklet.

This is Journal Entry 3____ .

(There is more room for your answer on the next page.)

When you've finished responding to the preceding question, return to page 94 of the Module 3 Student Module Booklet and continue working where you left off.

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